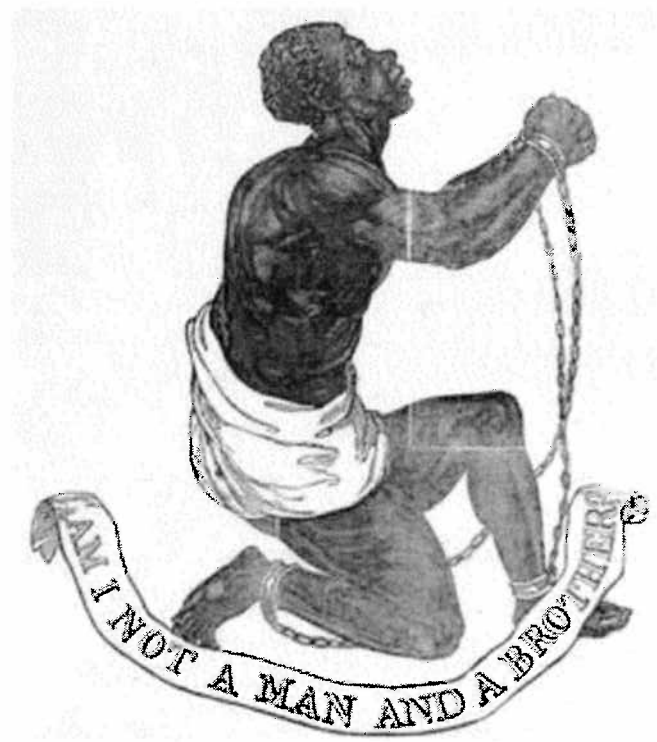
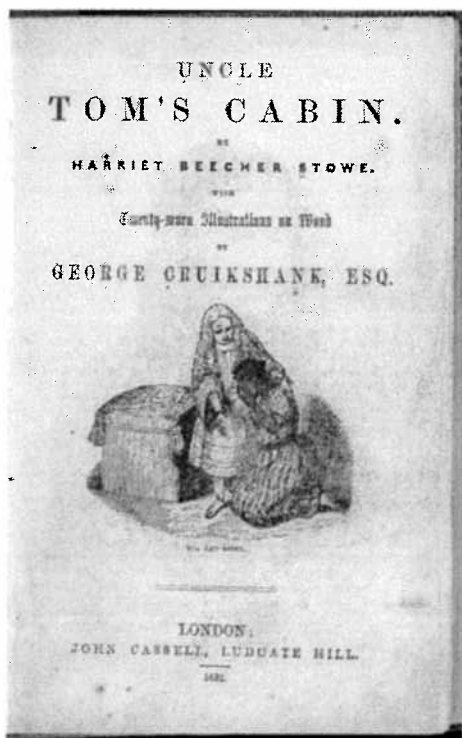






Background of the Civil War



Name: _____ Section: _____ Date: _____



Background of the Civil War Vocabulary

- 1. Masson-Dixon Line**
 - 2. Cottonocracy**
 - 3. Slave Codes**
 - 4. Sectionalism**
 - 5. States Rights**
 - 6. Missouri Compromise**
 - 7. Compromise of 1850**
 - 8. Kansas-Nebraska Act**
 - 9. Abolitionist**
 - 10. Underground Railroad**
 - 11. Uncle Tom's Cabin**
 - 12. Fugitive Slave Act**
- 
- 

Notes

Differences Between North & South

I. North

- a. The North is generally defined as states that _____ and are geographically located north of the _____.
- b. The Economy of the North
 - i. The north's economy relied upon _____ and the production and transportation of _____.
 - ii. Many northerners moved toward _____ to find work in factories
 - iii. As technology improved, factory made goods became _____ to produce and _____ for consumers.
 - iv. Factory made goods were easily transported throughout the north on a network of _____ and _____.
- c. Life in the North
 - i. As farming technology improved, farms became more productive.
 - ii. Because farms were more productive, _____ increased.
 - iii. As farming became more competitive, many farmers sold their farms and moved to cities _____.
 - iv. Many new _____ also flooded northern cities and provided _____ for Northern factory owners.
 - v. Factory work was difficult and dangerous.
 1. Workers were seen as _____
 2. _____, _____ and _____
were all hired as factory workers

II. The South

- a. The South is generally defined as states that _____ and are geographically located south of _____.
- b. The Economy of the South
 - i. The south's economy relied upon _____
 - ii. The south's most important/profitable crop was _____
 - iii. Other important/profitable crops
 1. _____
 2. _____
 3. _____
 4. _____
 - iv. The south's economy depended on _____

Differences Between North & South

1. Southern farmers needed northern _____ to buy cotton in order to make a _____
2. Due to a lack of _____, most manufactured goods needed to be purchased from the North.
- v. The South's economy also relied upon _____.
 1. Growing cotton was _____.
 2. In order for cotton to be profitable, southerners relied on _____ as a cheap source of labor.
- c. Life in the South
 - i. 5 social classes existed in the south
 1. _____
 - a. _____ of all southern whites
 - b. Lived on large _____
 - c. Owned _____ slaves
 2. _____
 - a. _____ of all southern whites
 - b. Owned _____ slaves
 - c. Worked _____ slaves to produce cash crops like cotton
 3. _____
 - a. Could not afford _____ or _____
 - b. _____ and _____ land from other whites
 4. _____
 - a. Most lived in _____ and _____
 - b. Most lived in cities
 5. _____
 - a. _____ of south's population
 - b. Laws called _____ prevented slaves from running away or rebelling

Differences Between North & South

- III. The differences between the north and south lead to the rise of _____.
- a. Sectionalism is loyalty to a _____ or _____ of the nation rather than to the whole country.
 - b. Citizens referred to themselves as northerners and southerners, not _____.

Slavery

- I. Slavery had existed in America since _____.
- II. The vast majority of America's slaves were located in the _____.
 - a. By 1860, _____ of the south's population was made up of _____.
 - b. The south's _____ relied upon the cheap labor that slavery provided.
 - c. Southerners believed in _____.
 - i. It was up to each individual state, _____, to make its own laws regarding issues like slavery.
- III. As America _____, the issue of slavery became increasingly prominent.
 - a. As long as the number of slave states and free states was _____, no law could be passed in _____ that would expand or eliminate slavery.
 - b. Every time a state was _____ to the union, the issue of slavery had to be taken into consideration.
 - i. Each new state represented a potential _____ of slave states and free states in Congress.
 - c. Many deals were made to try and keep the balance of slave and free states _____.
 - i. _____
 1. In 1819, _____ applied for statehood as a _____ state.
 2. Missouri's admission would disrupt the balance of slave and free states and give the _____ a majority in Congress.
 3. Senator _____ suggested a compromise
 - a. Admit Missouri as a _____
 - b. Admit _____ as a free state
 - c. Draw a line across the Louisiana Purchase at the _____

 - i. Slavery would be allowed _____ of that line but not _____ of it.

Slavery

ii. _____

1. When _____ applied for statehood in 1849 the issue of slavery was again a hot topic.
2. Many southerners demanded that slavery be allowed in _____
_____.
 - a. South Carolina Senator _____ insists that if slavery is not permitted in the west that the south will _____ from the Union.
3. Again, _____ proposes a compromise
 - a. 5 Parts
 - i. California enters the Union as a _____ state
 - ii. The Mexican Cession is divided in two
 1. _____ and _____
 2. Each would _____ whether or not to allow slavery
 - iii. Ended slavery in _____
 - iv. Congress declares that it _____ have the power ban the trading of slaves _____ states
 - v. Sets the border between _____ and _____

iii. _____

1. Proposed by Senator _____
2. The act divided the territory into two - _____ and _____
3. Settlers in each territory would _____ on the issue of slavery
 - a. Both _____ and _____ settlers rushed to the new territories to vote on the issue.
 - b. _____ broke out between the two sides
 - i. Over _____ settlers died
 - ii. Abolitionist _____ and his sons murdered _____ proslavery settlers in the middle of the night.
 - c. Kansas became known as " _____ "
- d. These deals kept the nation together but only _____ the fight that was coming.

Slavery

IV. The _____ Movement

- a. Some Americans had been fighting against slavery since _____.
- b. As time passed, northern states gradually outlawed slavery
 - i. By _____, all states north of Pennsylvania promised to free their slaves
- c. A growing number of reformers, known as _____, wanted to end slavery completely in the United States.
- d. Abolitionists fought in many ways to help end slavery.
 - i. _____
 1. The Underground Railroad was _____.
 2. Harriet Tubman was the most famous " _____ " on the railroad.
 - a. Tubman was an _____
 - b. Returned to the South _____ times to help more than _____ slaves escape to the North
 - ii. _____
 1. Douglas was an escaped slave
 2. Published an abolitionists newspaper called the *North Star*
 3. Traveled throughout the North speaking about the evils of slavery
 - iii. _____
 1. Religious abolitionists who believed _____ called on him to fight slavery.
 - a. Murdered supporters of slavery in Kansas.
 - b. Lead a group that captured an arsenal at _____.
 - c. Brown was captured and _____ for _____.
 - d. Northerners saw him as a _____, Southerners saw him as a _____.

Slavery

iv. _____

1. 1852, Stowe wrote a book called _____.
2. She wrote it in response to a new law called the _____.
 - a. The Act made it _____ to help runaway slaves and _____ judges for returning slaves to the south.
3. Uncle Tom's Cabin tells the story of an old kind slave who is _____ for not revealing the location of two runaway slaves.
4. Uncle Tom's Cabin convinced many northern readers to view slavery as a _____ issue AND a _____ one.

v. _____

1. Published an abolitionists newspaper called _____

vi. _____

1. _____ and the _____
 - a. Free-Soil Party was founded in _____ in 1848
 - b. Republican Party was founded in _____ in 1854.
 - c. The main goal of both parties was to _____

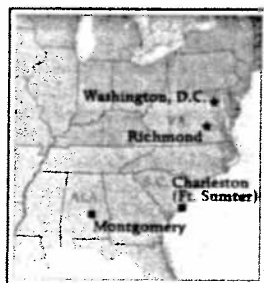
e. Not all northerners supported abolition

- i. Some _____ feared abolition would hurt their supply of _____
- ii. Some northern _____ feared free slaves would _____.

Resources

ELUDE TO WAR

TWO AMERICAS



POLITICS & POWER

1820–1821 Missouri Compromise is enacted.

SEPTEMBER 1850 Fugitive Slave Act adopted.

OCTOBER 16, 1859 John Brown raids Harpers Ferry, Virginia.

NOVEMBER 6, 1860 Abraham Lincoln is elected president on an antislavery platform.

DECEMBER 20, 1860 South Carolina secedes from the Union.

FEBRUARY 18, 1861 Jefferson Davis is inaugurated provisional president of the Confederacy.

MARCH 4 Abraham Lincoln is inaugurated president of the United States.

APRIL 12, Civil War begins as Confederates attack Fort Sumter.



The United States of America grew dramatically in the first half of the 19th century. Its population increased more than fourfold and its territory nearly tripled as it acquired vast areas west of the Mississippi River by purchase, treaty, or conquest. Roads, canals, and railroads were built at a feverish pace. By 1860, the nation's rail network, shown here, would cover more than 30,000 miles, equaling the amount of track laid in all other countries combined.

This was not one nation indivisible, however, but two Americas—North and South—torn by the issue of slavery and whether blacks held captive in the South were entitled to liberty. Thomas Jefferson, the founder who declared that “all men are created equal,” was a slave owner himself and lived long enough to see his fellow Southerners clash with Northerners in Congress in 1819 over admitting Missouri as a slave state. “This momentous question, like a fire bell in the night, awakened and filled me with terror,” he wrote. He feared the dispute might shatter the Union, but Congress compromised and defused the situation by allowing slavery in Missouri and banning it from all other territories north of 36° 30', the line formed by Missouri's southern border.

That pact lasted until the late 1840s, when war with Mexico brought California, New Mexico, and other territories into the Union and reopened the debate. Further deals in Congress in years to come only deepened the rift between those seeking to contain or abolish slavery and those advocating its expansion. Some Southerners saw any attempt to restrict slavery as an assault on their way of life. Dependent on cotton and other crops produced by slave labor, the South remained largely rural and agricultural, while the North grew increasingly urban and industrial. New York City alone had more than twice the population of New Orleans, Charleston, Richmond, Mobile, Savannah, Petersburg, Memphis, Nashville, and Atlanta put together.

Southerners feared that the booming North would dominate them economically and dictate to them politically. The North's rail network was twice as large as the South's and served as a crucial link between New England and the Midwest, which were uniting in opposition to any further territorial advances for slavery. The North “will ride over us rough shod” and free the slaves, warned Senator James Hammond of South Carolina—a state where slaves made up more than half the population and where many whites were prepared to leave the Union if antislavery forces took charge in Washington. ■



Two Americas Questions

1. By how much had the United States population increased in the first half of the 19th century?
2. By how much had the United States territory increased in the first half of the 19th century?
3. By 1860, how many miles of railroad track existed in the U.S.?
4. Some southerners saw any attempt to restrict slavery as an assault on what?
5. What two words are used to describe the South in paragraph three?
6. What two words are used to describe the North in paragraph three?
7. The population of New York City was greater than the combined population of what 10 southern cities?
8. What percentage of South Carolina's population was made up of slaves?



FREDERICK
DOUGLASS

Born a slave in Maryland in 1818, Frederick Douglass found his way to freedom as a young man and became a hero of the abolitionist cause, offering living proof that the degradations of slavery could be overcome. The son of a slave woman and a white man he never knew, he learned to read and write as a child but was considered unruly by his owner and placed under a "slave-breaker," who tried to beat him into submission. Finally, Douglass struck back at his tormentor, risking severe punishment. His overseer was too proud of his reputation as a slave-breaker to admit that a mere boy had defied him, however, and let him off. This triumph freed Douglass in spirit. Submissiveness gave way to "bold defiance," he recalled, "and I now resolved that, however long I might remain a slave in form, the day had passed forever when I could be a slave in fact."

When Douglass was around 20, he escaped to Philadelphia by ship. Like other fugitives, he was aided by agents with the Underground Railroad and began a new life under a new name. He soon became an outspoken abolitionist, denouncing the system that allowed slave owners to claim human beings as their legal property and treated both escaped slaves and those who aided them as criminals. "I appear this evening as a thief and robber," he told audiences. "I stole this head, these limbs, this body from my master, and ran off with them."

Fugitive slaves seeking freedom in the North followed various paths, aided by networks of sympathizers who formed branches on the so-called Underground Railroad. Not many fugitives actually traveled by rail—most fled on foot, some traveled in wagons or boats—but those assisting them likened their operations to a railroad. Safe places where freedom seekers found shelter were called stations and were run by station masters. Guides who led fugitives from one station to another were known as conductors. Wealthy abolitionists whose contributions helped fund such efforts were called stockholders. These were underground operations, cloaked in secrecy. People organizing them risked punishment in both the South and the North, where federal law called for fugitives to be arrested and returned to their masters and imposed fines or jail sentences on those who obstructed that process.

Many fugitives reached the North on their own, traveling at night to avoid detection and following the “Drinking Gourd,” or Big Dipper, and the North Star to which it pointed. One branch of the Underground Railroad brought them through Maryland ❶ to Pennsylvania, New York, and New England; another line ran up the Mississippi Valley ❷ to Midwestern states. Helping them along were free blacks and white abolitionists, including Quakers like Levi Coffin, who harbored more than 3,000 freedom seekers over the years. Most agents with the Underground Railroad remained in the North and helped slaves evade arrest, sometimes guiding them to Canada. But some brave souls went south and brought fugitives back. Harriet Tubman, an escaped slave from Maryland, earned the title “Moses” for making 19 such journeys and delivering hundreds of people from bondage.

Only about a thousand fugitives successfully reached the free states each year, but efforts to liberate slaves had a huge effect on public opinion and set North against South. Passage of the Fugitive Slave Act of 1850, which authorized federal commissioners to require citizens in free states to serve on slave-hunting posses and to track down fugitives, outraged many Northerners and

\$100 REWARD! RANAWAY

From the undersigned, living on Current River, about twelve miles above Doniphan in Ripley County, Mo., on 2nd of March, 1900. **THE** **JOHN** **WILLIAMS** **TRUST**, **INC.**, about 30 years old, white and of legal age, of the County of Ripley, State of Missouri, and very dark brown, and an old black head hair; whose age No. 1.

The above record will be given to any person who truly apprehended the full importance of the same, and who shall be registered at the residence of Ripley County, at 1002 of the County of Ripley, State of Missouri.

REWARD OFFERED Posters like this one offering bounties for the return of fugitives were common in Missouri and other border states, where slaves did not have to go far to reach freedom.

left militant abolitionists like John Brown, a station master with the Underground Railroad in Ohio, determined to defy their government if it continued to protect the interests of slave owners. Brown wrote that the Fugitive Slave Act made more people into "abolitionists than all the lectures we have had for years." In 1851, Brown organized the League of Gileadites, a group that included fugitive slaves, and urged members to use armed force against slave catchers. "Let the first blow be the signal for all to engage," he told them, "and when engaged do not do your work by halves, but make clean work with your enemies." Brown's notorious raid in October 1859 on the U.S. arsenal at Harpers Ferry, Virginia, funded by the abolitionist movement, failed to ignite a

slave rebellion, as he had hoped, but it

signaled that compromise over slavery was no longer possible. Reacting to the

raid, a newspaper in Charleston, South Carolina, issued an editorial stating that the "time has arrived for a separation from the North." And Brown spoke for a growing number of Northerners who were no longer willing to tolerate slavery within the nation's borders when he declared shortly before his

execution that "the crimes of this guilty land will never be purged away but with blood." ■

SLAVE COLLAR Recaptured fugitives might be fitted with heavy metal collars like this one, from South Carolina, whose bells kept slaves within earshot if they tried to escape again.

Escape to Freedom Questions

1. Was the Underground Railroad actually a railroad?
2. What were safe places where freedom seekers could find shelter called?
3. What were guides who led fugitive slaves from place to another called?
4. What were some punishments for people found helping escaped slaves?
5. What consultation did many escaped slaves follow to reach the North?
6. Who was given the title of "Moses" and why?
7. Roughly how many slaves made it to free states each year?
8. What did John Brown's raid on Harpers Ferry, Virginia prove?
9. How old was Fredrick Douglass when he escaped slavery?

Life and Times of Frederick Douglass

Frederick Douglass

Born into slavery, Frederick Douglass was in his twenties before he escaped to freedom in Bedford, Massachusetts. A self-educated man, he became a well-known abolitionist and orator. He gave lectures about the evils of slavery in the United States, London, and the West Indies. *Life and Times of Frederick Douglass* is one of his three autobiographies.

Vocabulary Before you read the selection, find the meanings of these words in a dictionary: lodged, ample.

Main Idea

Frederick Douglass describes his childhood experience as a slave.

As before intimated, I received no severe treatment from the hands of my master, but the insufficiency of both food and clothing was a serious trial to me. . . . In hottest summer and coldest winter, I was kept almost in a state of nudity. My only clothing—a little coarse sackcloth or tow-linen sort of shirt, scarcely reaching to my knees, was worn night and day and changed once a week. In the daytime I could protect myself by keeping on the sunny side of the house, or in stormy weather, in the corner of the kitchen chimney. But the great difficulty was to keep warm during the night. The pigs in the pen had leaves, and the horses in the stable had straw, but the children had no beds. They lodged anywhere in the ample kitchen. I slept generally in a little closet, without even a blanket to cover me. In very cold weather I sometimes got down the bag in which corn was carried to the mill, and crawled into that. . . . Our cornmeal mush, which was our only regular if not all-sufficing diet, . . . was placed in a large tray or trough. This was set down on the floor of the kitchen, or out of doors on the ground, and the children were called like so many pigs, and . . . would come, some with oyster-shells, some with pieces of shingle, but none with spoons. . . . He who could eat the fastest got most, and he that was strongest got the best place, but few left the trough really satisfied.



Frederick Douglass

Analyzing an Eyewitness Account

- According to Douglass, what was his main discomfort as a slave?
 - His sleeping area was too warm.
 - His sackcloth was not changed often enough.
 - He was repeatedly beaten.
 - He was usually cold and hungry.
- Aside from insufficient food, why were mealtimes difficult for the slave children?
 - The children had to compete with the farm animals for food.
 - The weakest children suffered most.
 - The mush was served to the oldest children first.
 - The strongest children received less.
- Critical Thinking and Writing Analyzing Information** What qualities did Douglass need in order to survive his life in slavery?

Eyewitness Account

A Slave Escapes

Levi Coffin

Levi Coffin was an abolitionist who spent a lifetime helping slaves escape on the Underground Railroad. In his *Reminiscences of Levi Coffin* (1876), he describes how he helped an escaped African American man named Louis avoid being returned to slavery. Louis had been recaptured and faced a hearing under the Fugitive Slave Law.

Vocabulary Before you read the selection, find the meanings of these words in a dictionary: **intently**, **sexton**, **secreted**.

Main Idea

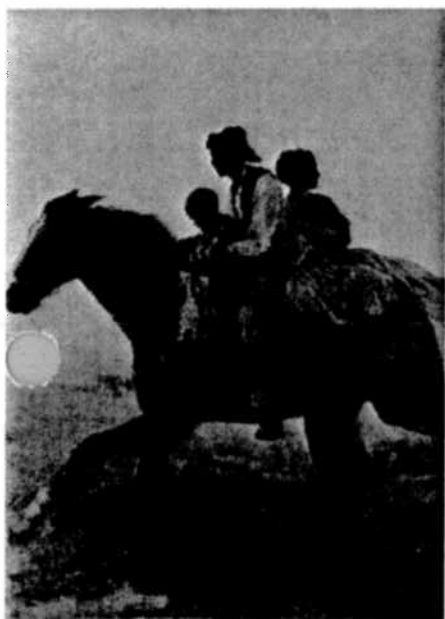
Aided by abolitionists, a slave named Louis makes his escape to freedom.

When the time set for the decision arrived, the court-room was crowded with interested listeners, white and black. . . . Louis . . . to gain more room, slipped his chair back a little way. Neither his master nor the marshal noticed the movement, as they were intently listening to the judge, and he slipped his chair again, until he was back of them. . . . Next he rose quietly to his feet and took a step backward. Some abolitionist friendly to his cause gave him an encouraging touch on the foot, and he stepped farther back. Then . . . he quietly and cautiously made his way around the south end of the room . . .

He was well acquainted with the different streets, and made his way quickly, . . . to Avondale, where he knew the sexton of the colored burying ground. . . .

[Coffin and other abolitionists now attempt to smuggle Louis, disguised in woman's dress, into a church.]

I passed on to Vine Street and joined the throng of people going to evening service. Louis followed, at a short distance, and was conducted to the church previously mentioned. I passed in at a side gate and went into the basement of the church. Louis followed me and was soon safely secreted in one of the committee rooms, where he remained for several weeks. The officers of the law made vigorous efforts to find him, but gained no clue to his hiding place. . . .



Fugitive slaves

Analyzing an Eyewitness Account

- Louis escaped from the courtroom by
 - getting up from his chair and quietly walking out
 - jumping out of a window
 - disguising himself as a policeman
 - taking a hostage
- Abolitionists helped Louis by doing which of the following?
 - Providing a wagon to take him to Avondale
 - Hiding him in a church
 - Disguising him as a minister
 - Assisting him to the train station
- Critical Thinking and Writing Drawing Conclusions** Based on these excerpts, what qualities of character did Louis possess?

Dred Scott v. Sandford (1857)

Dred Scott v. Sandford was a landmark Supreme Court case which did much to pave the way for the Civil War. In its decision, the Court ruled that African Americans were not United States citizens. The Court also determined that an important part of the Missouri Compromise of 1820 was unconstitutional. The ruling raised anger between the North and the South to the point where it exploded into fighting in 1861.

Vocabulary Before you read the selection, find the meanings of these words in a dictionary: **express**, **prohibition**, **dominion**.

Main Idea

According to the Dred Scott decision, any act that deprived a citizen of the United States of his slaves was unconstitutional because it violated the Fifth Amendment to the Constitution.

... The rights of property are united with the rights of person, and placed on the same ground by the 5th amendment to the Constitution, which provides that no person shall be deprived of life, liberty, and property, without due process of law. And an act of Congress which deprives a citizen of the United States of his liberty or property, merely because he came himself or brought his property into a particular Territory of the United States, and who had committed no offence against the laws, could hardly be dignified with the name of due process of law. . . .

The powers over person and property of which we speak are not only not granted to Congress, but are in express terms denied, and they are forbidden to exercise them. And this prohibition is not confined to the States, but the words are general, and extend to the whole territory over which the Constitution gives it power to legislate, including those portions of it remaining under Territorial Government, as well as that covered by States. It is a total absence of power everywhere within the dominion of the United States, and places the citizens of a Territory, so far as these rights are concerned, on the same footing with citizens of the States. . . . And if Congress itself cannot do this—if it is beyond the powers conferred on the Federal Government—it will be admitted, we presume, that it could not authorize a Territorial Government to exercise them.



Dred Scott

Analyzing Primary Sources

- What portion of the Constitution provides that no person shall be deprived of life, liberty, and property without due process of law?
 - The First Amendment
 - The Third Amendment
 - The Fifth Amendment
 - The Seventh Amendment
- According to the ruling, the power to take away a person's property just because he moves to a Territory of the United States
 - belongs to the President
 - is granted to Congress
 - is denied to Congress
 - belongs to the Court

- Critical Thinking and Writing Summarizing** Using your own words, write three sentences to summarize the ideas expressed in the Dred Scott decision.